



Wadham School – Job Description



Part-time PFSA

15 hours per week

Contract: Temporary Fixed term contract until March 2025

Weeks per Year: All Year Position (52.143 Weeks)

Grade: 12 Point 12-19 £10,711 - £12,071 per annum

Responsible to: Deputy Headteacher- Access and Inclusion

Main Purpose

Provide advice and guidance to Wadham school or other pastoral/educational or safeguarding organisations, families, parents and students to encourage their involvement in the school environment and thereby encouraging the positive participation of the students in the learning environment of the school and improving the learning opportunities for those students.

Investigates the circumstance behind absence and identifies areas that may be of concern in the near future and common events or environmental information common to all. Enables the focus of attention on likely causes to provide a preventative option for the school and other stakeholders. To provide a preventative option for the school and other agencies.

Main Duties and Responsibilities

- Undertake Early Help Assessments (EHA) where appropriate, advising and working with parents/carers and staff to find the most appropriate way in which they can address and resolve issues. Liaising between home and school, providing a direct line of communication and link with the school, where required.
- Undertake the role of Lead Professional where appropriate.
- Provide advice and guidance to families and students with known attendance issues, identifying the expectations from the school and also identifying how the school can provide assistance to the family should this be necessary.
- Develop specific pieces of work, in agreement with the family and school, which could involve visiting families at home with the purpose of empowering them to make the best use of their own resources, e.g. supporting families whose children are experiencing emotional health difficulties. It could also involve small group targeted work in school.
- Devise, implement and monitor the effectiveness of action plans and suggest amendments that should be considered to provide further assistance to the families.
- Involve other agencies to enable access to a wide range of services and opportunities.
- Identify likely consequences of actions not being completed and alternative courses of action by the school and/or other agencies, as a means of emphasising the responsibility of the parents.

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- Provide advice and guidance to families in an informal setting and explain and publicise the available areas of assistance such as parenting courses.
- Make presentations to individuals at risk of exclusion and parents on the consequences of a continuance of current behaviours and identify approaches to changing behavioural patterns.
- Work within the Team Around the School (TAS) model to provide a cohesive multi-agency response where appropriate to do so.
- Assist families to provide the necessary skills to enable an improvement in ability to deploy the appropriate skills to meet requirements.
- Publicise and promote any local appropriate group activities and parenting interventions.
- Signpost students, staff and families to sources of appropriate support.
- If required facilitate the planning, development and review of parenting groups and extended school provision through offering advice and guidance to schools on areas to further develop, funding opportunities, signposting and collaborative opportunities.
- Manage, develop and continuously improve local information systems to monitor, control and report on the operation of action plans and parenting support classes.
- Work closely with Heads of Year, Pastoral and Alternative Provision Team to provide early intervention to promote positive wellbeing, attendance and learning outcomes etc.
- Identify and ensure consistency of application of advice and guidance to families to encourage involvement into the school environment and encourage further participation, including specific interventions with those families who may be at risk of lapsing into the area of difficulty.
- Contribute to the transition work ensuring integration of students and families into the the school from other local provision and feeder schools, ensuring a consistency of approach and treatment and reinforcing the expectations of the school and the families in these new establishments.
- To contribute to post 16 transition work for vulnerable and hard to reach groups.
- Identify and give an overview of local resource requirements and help develop local provision.
- Develop and produce promotional information, e.g. co-ordinating the production of newsletters and other PR marketing literature, specifically aimed at families and groups who are experiencing difficulties.
- To pro-actively gather information about local services for families in the area and provide a signposting service for parents/carers and others.
- Where appropriate to set up, provide and deliver new initiatives, to support parents/carers and other support organisations in the community.
- To supply traded to work to local schools and agencies to support the communities ever changing needs.

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Education and Qualifications

- Experienced PFSA or working in a similar role is desirable.
- The successful candidate/s must have experience of working with people and working in a school environment.
- It is desirable that they have experience in working with vulnerable and challenging young people and have safeguarding experience.
- There is a requirement to undertake more difficult tasks and to follow more complicated instructions, making assessments on information and forming judgements about appropriate approaches to problem solving, as well as deciding how to tackle the situation. The structure of the job requires sufficient depth of knowledge or skill such that it is discretely identifiable as a separate body of knowledge.
- Knowledge of the legislation affecting school attendance.
- Basic level of education required would be the equivalent of 5 GCSE'S at grade C or above including English Language and Mathematics. Desirable would be an education at A level or equivalent.
- Level 2/3-word processing skills desirable. Excellent communication skills, prioritisation, organisational skills, flexibility, confidentiality, initiative, tact and diplomacy to enable sensitive discussion with parents and students to encourage them to change their behaviours.
- Abilities to work in partnership with other professionals and as a team, including sound interpersonal skills, verbal and written communication skills.
- Experience of working in a multi-agency and multi-disciplinary environment.
- Experience of designing and delivering training programmes.
- Working with the broad range of services for children, young people and families in health, education and social care.

Notes

This job description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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